



EMPOWERED FUTURE AFRICA (EMFA)

Who We Are. What We Do. Why It Matters.

Education-focused. Evidence-led. Starting in Nigeria.

An Empowered Future Starts Now.

Organisation Overview

www.empoweredfutureafrica.org

Who is EMFA?

Every child deserves the opportunity to learn, develop and contribute.

Empowered Future Africa (EMFA) is an education-focused organisation advancing opportunities for children and young people in underserved communities, starting in Nigeria.

Our work brings together research, education, personal development and community impact to help build a stronger evidence base for more equitable educational opportunities.



OUR VISION

A future where every child and young person has meaningful opportunities to learn, develop and contribute to society, regardless of where they live.

OUR MISSION

Advancing opportunities for children and young people in underserved communities, starting in Nigeria.

OUR BELIEF

To improve education, we must first understand the conditions children learn in, the experiences that shape them and the opportunities available to them.

Why This Work Matters

Access to school matters. What children gain from education matters, too.

OUT OF SCHOOL

18.3M

primary- and junior-secondary-age children are out of school (10.2M primary, 8.1M junior secondary)

FOUNDATIONAL LEARNING

73%

of children aged 7–14 do not demonstrate foundational reading skills; 75% lack foundational maths

CHILD POPULATION

~105M

children and adolescents aged 0–17 live in Nigeria, about half of the population

Sources: Federal Government of Nigeria and UNICEF, Situation Analysis of Children and Adolescents in Nigeria (2024); UNICEF Nigeria Country Programme 2023–2027 (learning figures). Learning figures cover children aged 7–14.

The Gap We Want to Understand

Educational challenges are not limited to school access.



Children's educational experiences are shaped by the quality of learning opportunities, the resources and conditions in their schools, their access to relevant skills, and the support they receive as they grow.

Barriers to access

Some children face barriers to entering or remaining in school.

In school, but may still lack

- Foundational skills
- Digital opportunities
- Supportive learning environments
- Structured personal development

EMFA seeks to understand these realities through research, engagement with stakeholders and evidence from the communities and schools concerned.

What We Do

Four connected areas of work



01 Foundational Learning

Literacy and numeracy are essential building blocks for learning. EMFA's initial focus is to understand students' learning realities, identify relevant gaps and build an evidence base that can inform future educational support.



02 Digital Skills

We recognise the importance of digital skills in education and everyday life. Research and engagement can help us understand children's access to technology, opportunities to develop skills and the barriers they encounter.



03 Personal Development & Community Impact

We create opportunities for children and young people to develop self-awareness, communication, relationships, critical thinking, leadership and constructive participation.



04 Research, Policy & Advocacy

We investigate educational realities, document findings and seek to turn evidence into useful reports, informed dialogue, partnerships and advocacy for more equitable education.

The Empowered Learner

Learn. Know Self. Relate. Lead. Participate.

We believe education should equip young people not only with knowledge, but with the capabilities to understand themselves, connect with others, take responsibility, lead and participate in the world around them.



Learn

Build foundational learning, digital skills and critical thinking to navigate the world.



Know Self

Understand who they are, recognise their strengths and develop confidence to make responsible decisions.



Relate

Build healthy relationships, communicate effectively and develop a sense of belonging.



Lead

Take initiative, collaborate with others and approach problems constructively.



Participate

Understand their communities and find age-appropriate ways to contribute meaningfully.

Our Approach

We learn. We develop responses. We review what works.



Research, Policy & Advocacy

Turning educational realities into evidence that can inform change.

EMFA believes effective educational responses begin with a clear understanding of the challenges children experience.

We are developing a research-led approach that involves engaging with schools, listening to students and teachers, and consulting relevant education stakeholders, including government education institutions and other organisations.

Our aim is to build an evidence base that can inform educational practice, partnerships and policy over time.

OUR INTENDED WORK INCLUDES

-  Research into children's educational experiences and school environments
-  Research papers, reports and policy briefs that document findings
-  Engagement with researchers, educators, school leaders and relevant public institutions
-  Evidence-informed advocacy and policy dialogue
-  Recommendations that help stakeholders identify practical opportunities for improvement

Our First Pilot Project

Putting personal development and community impact into practice.



Student Development Programme

IN DESIGN AND PREPARATION

Focus area: Personal Development & Community Impact

PROPOSED LOCATION

Selected public secondary schools in the Ido–Apata area of Oyo State, Nigeria.

PURPOSE

To help students build the skills and confidence to understand themselves, learn purposefully, communicate, relate well to others, think critically, take initiative and contribute constructively to their schools and communities.

HOW IT WILL WORK

Guided learning sessions, practical activities, reflection, teamwork and school-level problem-solving, culminating in a proposed Inter-School Community Solutions Challenge.

WHAT IS HAPPENING NOW

Curriculum development, school engagement, safeguarding preparation, monitoring design and partnership building.

Explore the Student Development Programme presentation for the curriculum, proposed delivery model and Inter-School Community Solutions Challenge: [click here](#)

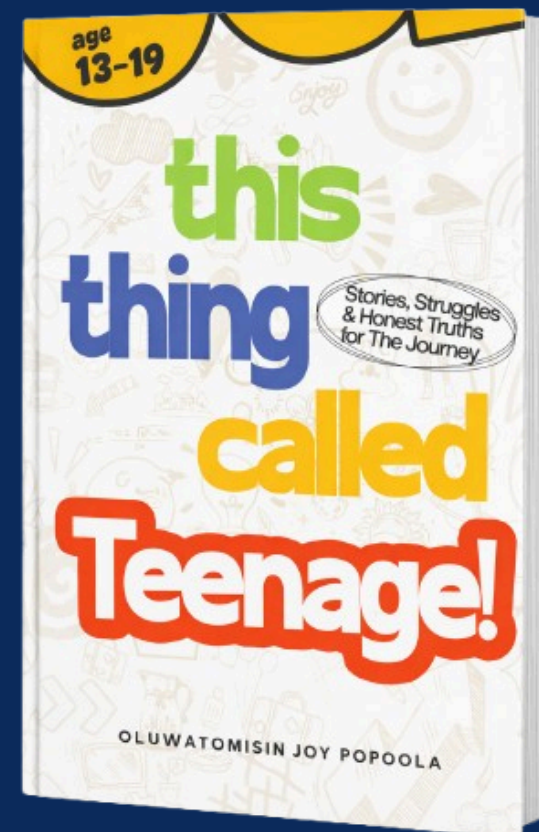
Our Impact & Work to Date

Purpose & Personal Development

SCHOOL MENTORSHIP & BOOK DRIVE

This Thing Called Teenage

The initiative aims to give students a resource that supports young people as they explore purpose, navigate adolescence and develop personal skills.



HOW THIS CONNECTS TO EMFA'S MISSION

160+

Books distributed:

Copies of This Thing Called Teenage shared with teenagers in Ido LGA.

2+

Schools partnered:

EMFA has been to two secondary schools to speak with the students on purpose and essence of reading and also navigating adolescence.kinno

2+

Community workshops

Two workshops were actually held and documented.

Beyond the Pilot

Creating resources that support young people beyond the classroom.

PLANNED INITIATIVE

This Thing Called Teenage

School Mentorship & Book Drive

500

copies to be printed and distributed across selected public and private secondary schools in Ido Local Government Area.

The initiative aims to give students a resource for reflecting on purpose, navigating adolescence and developing personal skills.

HOW THIS CONNECTS TO EMFA'S MISSION



Provides a resource to support personal development



Creates opportunities for school-based engagement and mentorship



Can inform future learning sessions and discussions with students



Offers an opportunity to gather feedback on how young people use and respond to the resource

Beyond the Pilot

Creating resources that support young people beyond the classroom.

A BOOK AND WORKSHEET UNDER WORKS

Beyond The Marks

Critical thinking and learning

300

Prints for the first roll out

A learning resource intended to help Nigerian students look beyond examination marks and develop their ability to think critically, question ideas and engage more thoughtfully with what they learn.

HOW THIS CONNECTS TO EMFA'S MISSION



Provides a practical resource to strengthen critical thinking among Nigerian students.



Supports personal development by helping young people think independently and approach decisions thoughtfully.



Creates opportunities for school-based learning, discussion and mentorship.



Can inform future student development sessions and help EMFA understand how young people apply critical thinking in their everyday lives.

Where EMFA Is Now

Building the foundations for thoughtful, evidence-led work.

EMFA is developing its research approach, programme design and organisational systems to ensure its work is responsible, useful and capable of learning from evidence.



Research development

Refining research questions, identifying evidence gaps and preparing to engage with schools and education stakeholders.



Programme development

Completing the Student Development Programme curriculum and preparing for the proposed pilot.



Organisational systems

Establishing safeguarding, monitoring, financial management, documentation and reporting processes.



Relationships and partnerships

Building connections with schools, researchers, educators, public institutions and potential supporters.

We are prioritising thoughtful design, responsible preparation and learning before expansion.

The Contribution We Want to Make

Working towards more equitable educational opportunities.

Children and young people

Better-informed learning opportunities, stronger personal development and more opportunities to contribute constructively.

Schools and communities

Better understanding of children's experiences and practical opportunities for educators, families and community stakeholders to support their development.

Education systems and decision-makers

Research, reports and constructive engagement that can inform more equitable educational practices and policy.

ALIGNED WITH THE SUSTAINABLE DEVELOPMENT GOALS

4

SDG 4: Quality Education

Supports the goal of expanding equitable access to quality learning opportunities and strengthening the conditions that help children learn and develop.

10

SDG 10: Reduced Inequalities

Seeks to understand and address barriers that affect children's opportunities to learn, develop their potential and participate meaningfully in society.

Intended contributions, not measured impact claims. EMFA's mission and intended work are aligned with SDGs 4 and 10; no UN endorsement is implied.

Partner With Us

Better educational opportunities require collaboration. We welcome conversations with people and organisations who share our commitment to improving educational opportunities for children and young people.



Schools and education authorities

Help us understand school realities, engage students responsibly and develop relevant educational work.



Researchers and academic institutions

Collaborate on research questions, evidence gathering, analysis and publication.



Education-focused organisations and community stakeholders

Share expertise, strengthen local engagement and identify opportunities for collaboration.



Funders, sponsors and supporters

Explore support for research, learning resources, programme delivery, safeguarding and the proposed pilot.

EMPOWERED FUTURE AFRICA

An Empowered Future Starts Now. Let's work together to advance educational opportunities for children and young people.

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